California Department of Education
California School Recognition Program

Twenty Years of Celebrating Excellence

Rubric for Scoring
2006 Distinguished Elementary School Applications

The Rubric for Scoring is organized into nine themes. Each theme includes guiding questions and a comprehensive set of quality statements that reflect a consensus of the education community about the elements that should be present in an exemplary standards-aligned elementary school. Each theme focuses on how all students are provided access to, and are actively engaged in, a high-quality, standards-aligned instructional program. Correspondingly, the rubric reflects priorities in California's statewide accountability system for public schools.

The rubric will be used to evaluate 2006 Distinguished Elementary School applications based on a four-point scale (4 signifies high quality). Each level of the rubric is designed to be a holistic description, not a checklist. Evaluators will assign the score that *most closely* resembles the information provided in the application as a whole. Schools selected for recognition typically receive scores of level 3 or 4 in each rubric area. To receive those scores, schools must provide specific examples and other evidence in their responses. *Applicants are not expected to receive scores of level 4 in all areas. In some instances, level 4 describes an ideal toward which schools are encouraged to strive.* Schools may choose to use the rubric as a tool for self-assessment.

Theme 1
Standards, Assessment, and Accountability: Vision, Leadership, and School Planning

How does your school focus on meeting the needs of all students, including those not yet proficient, and carefully monitor the effectiveness of all school programs? *Note: For the purposes of this application, "students not yet proficient" is intended to include the students in your school who were described in Section 1, page 7, of the Distinguished Elementary School Application.*

1.1 How does your school's vision frame the decisions that are made at your site?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how representatives from ***all*** segments of the school community—teachers, administrators, staff, the school site council, parents/guardians, students, and community members—using the state standards, frameworks, and performance levels, collaborate to establish a clear vision of what ***all*** students are expected to learn in English-language arts (ELA), math, science, history-social science, physical education, health education, and visual and performing arts. Examples show how implementation of the vision is based on effective instructional strategies and scientifically based research; acknowledges the overall diversity of the student population; and reflects an understanding of the academic, social, emotional, and physical developmental characteristics of elementary-aged students. Examples also show how the vision is revisited and updated annually.	Evidence shows how the school staff, school site council, and selected parents work together to establish a vision about what students are expected to know in most of the core subject areas, based upon state standards, frameworks, and performance levels. Examples include how the vision reflects scientifically based research and effective practices and acknowledges the cultural diversity of the students. The vision is reviewed and updated periodically.	There is evidence that there is a process for administrators and selected teachers to determine what students should know and be able to do in some of the core subject areas. The vision is generally consistent with the curriculum and is occasionally reviewed.	Minimal evidence is provided regarding a vision for what students are expected to learn. The school has a vision statement that is kept on file at the school. It may not be consistent with the curriculum or reflected in day-to-day operations.

1.2 How does school leadership facilitate and coordinate the implementation of school programs?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence demonstrates how well focused and dedicated school leadership skillfully coordinates ***all*** decisions and actions to concentrate on the school vision, school plan, and academic success of ***all*** students. The administration is committed to promoting excellence and high expectations for all students and ensuring meaningful involvement in decision-making by students, teachers, families, and community members beyond the visioning process.	Evidence demonstrates how school leadership is committed to the success of ***all*** students. Evidence shows how members of the school community are involved in the school's decision-making processes and how the entire school community is made aware of those decisions.	Evidence shows that the principal serves as manager of the school, conveying district and school policy and goals to the staff and ensuring compliance. The school community is made aware of the decisions made by the school.	Evidence shows that the principal is the decision maker. The school community is apprised of district, state, or federal mandates.

Theme 1
Standards, Assessment, and Accountability: Vision, Leadership, and School Planning *(continued)*

1.3 How does the school plan address the needs of all students?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how the single school plan (SSP) is based on the needs of the students; driven by the school vision; developed annually with the school community; and focuses on continuing reform and the achievement of state standards. Examples show how the SSP describes specific strategies for how *all* students will attain/maintain the proficient level or above in ELA and math using the most recent State Board-adopted core and supplemental instructional materials. Evidence shows how the SSP is aligned with the district Local Educational Agency (LEA) Plan.	Evidence shows how the SSP is based on the school vision and focuses on the achievement of state standards in most core subject areas. Examples show how the SSP describes how most students will attain/maintain proficiency in ELA and math using State Board-adopted instructional materials. Evidence shows how the SSP coordinates with the LEA Plan.	There is evidence that there is a process for developing a SSP each year based on the school's vision and that state standards are in place for some subjects.	Minimal evidence is provided regarding comprehensive planning or for expectations for students.

1.4 How is assessment information used to monitor the effectiveness of all school programs?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how assessment data are used to monitor, evaluate, and sustain the overall program effectiveness. Evidence shows how the school frequently monitors the achievement of *all* students using state, district, and classroom assessments aligned to the state standards. Data are also disaggregated by student characteristics, including language, gender, ethnicity, socioeconomic status, disability, gifted and talented status, etc. Examples demonstrate how results are used by teachers, specialists, and administrators to improve instructional practices; provide appropriate interventions; and reallocate fiscal, personnel, and material resources consistent with school plan goals for student achievement.	Evidence shows how teachers, administrators, and some members of the school community examine state and local student and school assessment data to make instructional decisions regarding the school program. The data are disaggregated by selected student characteristics. Examples show how some teachers use assessment data to improve instruction. Examples show how adjustments to the school plan are based on student assessment results and are consistent with the school plan goals for student achievement.	There is evidence that some administrators and selected teachers review student and school assessment data to modify and improve their classroom instruction. There is minimal evidence to show that the results of the analysis are used in revising the school plan.	Minimal evidence is provided regarding student assessment. Disaggregation of data may or may not be discussed. Some teachers may not use data to make instructional decisions for their own classes.

Theme 1
Standards, Assessment, and Accountability: Vision, Leadership, and School Planning *(continued)*

1.5 How does the school prepare students for middle school and beyond?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how the entire school community is committed to *all* students reaching and sustaining proficient levels to prepare them for future success upon promotion from elementary school. Evidence shows how the specific activities and programs are in place and designed so students are prepared to succeed in middle school and to meet the eventual challenge of the *California High School Exit Examination (CAHSEE)*. Examples in ELA and math show how these efforts are effective. Examples show how *all* students have the opportunity to begin to plan for life beyond school by participating in career awareness activities.	Evidence shows how administrators and teachers are committed to preparing students for future success upon promotion from elementary school. Evidence shows how most students receive preparation that will enable them to succeed in middle school and eventually pass the *CAHSEE*. Examples in ELA or math show how these efforts are effective. Examples show how students have an opportunity to participate in career awareness activities.	There is evidence that the school generally values student achievement and works to improve it in preparation for entering middle school.	Minimal evidence is provided regarding expectations for students in preparation for entering middle school.

1.6 How are parents/guardians and community members meaningfully informed about the effectiveness of the school?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence demonstrates how the school vision, goals of the SSP, and the results of the school's assessment and monitoring process are effectively communicated to parents/guardians and community members in a variety of languages appropriate to the population. Communication occurs in meaningful ways through an array of strategies, such as the school Web site, the School Accountability Report Card (SARC), newsletters, handbooks, automated telephone messages, electronic bulletin boards, etc.	Evidence shows how the school vision and the results of the school assessment and monitoring process are communicated to families in the families' primary language(s) as needed and to other representatives of the school community through at least the SARC. The SARC is readily available on the district's Web site.	There is evidence that a process for communication reaches some groups of families and community members. The SARC is available on request.	Minimal evidence is provided regarding strategies for reporting school evaluation results to families and community members.

Theme 2
Standards, Assessment, and Accountability: Standards and Assessment

How is student assessment organized as a system and how does student assessment frame instruction for all students, including those not yet proficient? *Note: For the purposes of this application, "students not yet proficient" is intended to include the students in your school who were described in Section 1, page 7, of the Distinguished Elementary School Application.*

2.1 How does the assessment system serve to effectively monitor and evaluate student achievement?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how a local, standards-aligned assessment system links state, district, school, grade level, and classroom assessments. Evidence shows how the achievement of **all** students is monitored daily, weekly, or monthly using the school's assessment system, including classroom on-demand, project-based, and curriculum-embedded assessments aligned to the state standards. Evidence shows that state standards are in place for English-language arts (ELA), math, science, history-social science, physical education, health education, visual and performing arts, and English-language development (ELD). Examples illustrate the means by which student and school progress toward achieving the state standards is measured and analyzed, and how it is based upon professional staff consensus. Examples also include how achievement data are analyzed at all performance levels, particularly for those students who are not yet proficient, including "basic," "below basic," and "far below basic."	Evidence shows how a local, standards-aligned assessment system is in place. Evidence shows how the achievement of students is monitored using the school's assessment system. Evidence shows that state standards are in place for most subjects. Examples illustrate the means by which student and school progress toward achieving the state standards is measured and analyzed, and how it is based upon professional staff consensus.	There is evidence that a local assessment system is being developed. Examples show how student and school progress toward achieving state standards is measured and analyzed, and how it is based upon professional staff consensus.	There is minimal evidence that teachers collect assessment information in a variety of meaningful ways. Teachers are in the process of reaching agreement about what students should know at each grade level.

Theme 2
Standards, Assessment, and Accountability: Standards and Assessment *(continued)*

2.2 How are students in need of additional academic support assessed appropriately and regularly?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how the school takes responsibility for the active and early screening, assessment, and identification of English learners (ELs), students with disabilities (SWD), Gifted and Talented Education (GATE) students, and students who are not yet proficient. Evidence shows how these students are appropriately and frequently assessed to accurately depict their knowledge and growth. Evidence shows how assessment of ELs is performed in a manner that distinguishes their need for content instruction from language development skills. Examples address how the redesignation rate of ELs is evidence of provisional success in achieving English proficiency and that the academic progress of these students continues to be monitored. Evidence shows how SWD receive alternate assessments and allowable accommodations as determined by their individualized education programs (IEPs). Evidence shows that a system is in place to ensure that no segment of the population is over-identified for placement in special education. Evidence shows how the progress of students who are placed in intensive intervention programs is appropriately monitored using periodic assessment data throughout the year.	Evidence shows how the school identifies and serves ELs, SWD, GATE students, and students who are not yet proficient. Evidence shows how students are assessed to accurately depict their knowledge and growth. Evidence shows how the assessment of ELs distinguishes their need for content instruction from their need for language development skills. Evidence shows how SWD receive alternate assessments and allowable accommodations as determined by their IEPs. Evidence shows how the progress of students who are placed in intensive intervention programs is monitored.	Evidence shows that there is a process for assessing students in need of additional academic support. Examples show that assessment of ELs focuses on their need for language proficiency and that SWD are assessed for special program placement.	Minimal evidence is provided about how the school identifies and assesses students in need of additional academic support.

Theme 2
Standards, Assessment, and Accountability: Standards and Assessment *(continued)*

2.3 How is student progress toward the achievement of state standards used as the basis for instructional decisions?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how the school uses assessment information to improve instructional practices to enable *all* students to achieve at the proficient level or above. Examples in ELA and math demonstrate how assessment information is used to plan and modify curriculum, instruction, and lesson delivery; to assign homework; and to coordinate instruction with in-school and/or after-school interventions and tutoring. Examples in ELA and math demonstrate how instructional decisions are based upon a variety of assessment data.	Evidence shows how the school uses assessment information to impact student achievement. Student progress toward achieving state standards is actively monitored. Assessment information is used to improve instructional practices. Examples show how teachers use assessment results to plan and modify curriculum and lesson delivery and how teachers coordinate appropriate interventions, including homework. Examples are provided in ELA or math.	There is evidence that individual teachers or particular grade levels monitor student achievement in crucial areas. Teachers in some grade levels or subject areas periodically use student achievement information in planning curriculum and instruction.	Minimal evidence is provided that student performance is linked to instruction. In general, curriculum and instruction may operate independently from student assessment.

2.4 How do students know what is expected to meet grade-level standards and to achieve at the proficient level?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how *all* students know what is expected to meet grade-level standards and how to achieve at the proficient level or above. Examples illustrate how students frequently evaluate their own work against standards-aligned criteria, reflect on their own progress, and identify their strengths and weaknesses. Examples illustrate how student report cards are aligned to state standards and address social, emotional, and physical development.	Evidence shows how the school communicates grade-level expectations to students and how students are responsible for producing quality work and being productive. Examples show how students evaluate their own work relative to standards-aligned criteria. Report cards address student progress toward achieving state standards.	Evidence shows that individual teachers use rubrics and exemplars in the classroom. Some students analyze their own work against standards-aligned criteria. Planning has begun to develop standards-aligned report cards.	Minimal evidence is provided that standards-aligned criteria are used to gauge student progress. Teachers may depend entirely on letter grades to inform students about their strengths and weaknesses.

Theme 2
Standards, Assessment, and Accountability: Standards and Assessment *(continued)*

2.5 How do parents/guardians receive information about their children's progress?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how parents/guardians routinely receive information about the standards and frequently receive updated information about the extent to which their children are meeting grade-level standards. Examples show how staff regularly communicates information to parents/guardians in meaningful ways about what is expected for proficient work based on state-adopted performance levels. Examples show how staff interprets the significance of assessment results for parent/guardians and how these results will effect a change in instruction. Evidence shows if ELs are present, their families receive this information in their primary language(s) or in a manner that is comprehensible to them.	Evidence shows how the school is working to effectively communicate timely assessment information to parents/guardians, including information about the standards and whether their children are meeting grade-level standards. Examples show how efforts are made to communicate to families about their children's results and to provide information in the families' primary language(s) as needed.	There is evidence that communication to parents/guardians occurs primarily when their children are failing or in need of additional support (e.g. negative in focus). Information is provided in primary languages as needed.	Minimal evidence is provided regarding reporting individual student assessment results to parents/guardians. Minimal evidence is provided regarding communication in primary language(s) to families of ELs.

Theme 3
Academic Excellence: Curriculum

How is curriculum selected and how is it focused on meeting the needs of all students, including those not yet proficient? *Note: For the purposes of this application, "students not yet proficient" is intended to include the students in your school who were described in Section 1, page 7, of the Distinguished Elementary School Application.*

3.1 How is a balanced, comprehensive, standards-aligned core curriculum provided to all students?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how a balanced, comprehensive standards-aligned core curriculum is provided to **all** students in English-language arts (ELA), math, science, history-social science, physical education, health education, and visual and performing arts. Evidence shows how all students are provided with State Board of Education (SBE)-adopted instructional materials in **all** core classes and English-language development (ELD). Examples illustrate how the curriculum adoption process incorporates the relevance of current research; the examination of materials to determine their instructional effectiveness by administrators, teachers, specialists, and school community members; the accurate reflection of the diversity of California's population; career awareness as a component of the curriculum; and the use of community resources to enhance the core curriculum with real-world experiences.	Evidence shows how a comprehensive standards-aligned core curriculum is provided to students in ELA, math, science, history-social science, physical education, health education, and visual and performing arts. Evidence shows how students are provided with SBE-adopted instructional materials in all core classes and ELD. Evidence shows how educators and community members participate in a process to select effective, research-based instructional materials. Evidence shows how real-world experiences are incorporated into the core curriculum.	There is evidence that a standards-aligned core curriculum is provided to students in ELA, math, science, and history-social science. The core curriculum is provided to most students. There is evidence that many students are provided with instructional materials adopted through the legally compliant process.	Minimal evidence is provided regarding a standards-aligned core curriculum. It is not clear whether a core curriculum is provided to all students. Some students may receive a different curriculum based upon perceived ability levels. Minimal evidence is provided regarding the adoption of instructional materials. Not all teachers are involved in the process.

Theme 3
Academic Excellence: Curriculum *(continued)*

3.2 How is curriculum enhanced for students in need of additional academic support?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Examples illustrate how students in need of additional academic support have access to both the core curriculum and appropriate early interventions and modifications. Evidence shows how students with disabilities (SWD) have access to the core curriculum using SBE-adopted instructional materials, and receive allowable accommodations and specially-designed intensive programs as outlined in their individualized educational programs (IEPs). Evidence shows how the SBE-adopted instructional materials are used to support English learners (ELs), SWD, and Gifted and Talented Education (GATE) students and are selected based on assessment data. Evidence also shows how supplemental instructional materials, including non-SBE-adopted materials, are used to support students in need of academic support. Examples show how the assessment of student progress is the basis for selection of these materials. Evidence shows how these materials are used to support the core curriculum, as appropriate.	Examples illustrate how students in need of additional academic support have access to the core curriculum and to appropriate early interventions and modifications. Evidence shows how SWD have access to the core curriculum using SBE-adopted instructional materials and receive allowable accommodations as outlined in their IEPs. Evidence shows how SBE-adopted and supplemental instructional materials are used to support ELs, SWD, and GATE students.	Examples illustrate that students in need of additional academic support have access to the core curriculum. Evidence shows that SWD receive allowable accommodations as outlined in their IEPs. Evidence shows that ELs, SWD, and GATE students receive additional academic support.	Minimal evidence is provided illustrating how students in need of additional academic support have access to both the core curriculum and appropriate academic support. Minimal evidence is provided that SWD receive allowable accommodations as outlined in their IEPs. Minimal evidence is provided of additional academic support for ELs although the school's demographics indicate the presence of ELs.

Theme 3
Academic Excellence: Curriculum *(continued)*

3.3 How does the library media program support the teaching and learning of all students?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how a high-quality library media program is an integral part of teaching and learning. The library media center is staffed with a credentialed librarian. The library collection reflects the linguistic and cultural diversity of the student population and is sufficient to meet the needs of *all* students and fully supports the state standards and frameworks in all curricular areas. Evidence shows how there is both an established partnership and cooperative activities between the school and public library to expand access to resources and services for teachers and students. Examples include how library resources, including technology, are organized and accessible to *all* students, including those with learning disabilities and physical challenges. Examples include how the library media center is scheduled to be available to students and families during and beyond the regular school day.	Evidence shows how the library media program is an important part of learning activities and is staffed by a trained classified library employee supervised by a credentialed library media teacher. Evidence shows how the school library and the public library work together to expand services to teachers and students. Evidence shows how the program is supported with current technology and appropriate learning resources. Examples show how accommodations are available for students with special needs and how the library is available to students and families during and beyond the regular school day.	There is evidence that the library media center generally supports learning activities and may be operated with part-time staff. Some technology and learning resources are available. Accommodations for students with special needs are provided when possible. The library is open during the regular school day.	Minimal evidence is provided about the library media program. Technology resources are limited, and accommodations for special needs students are not addressed.

Theme 3
Academic Excellence: Curriculum *(continued)*

3.4 How does the technology program support the teaching and learning of all students?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how the school uses technology to enhance teaching, learning, and the administration of school programs. The school or district technology plan addresses how technology will be used to expand the depth and scope of the curriculum, help students access information outside the classroom, and increase the level of student and staff technological competence, as well as how the impact of technology will be evaluated based on student achievement. Examples include how software and online resources are selected to raise achievement as measured by state standards; how technology is provided in before- and after-school programs to help students access information outside of the classroom; how teachers use technology to organize, analyze, and manage student assessment information; and how electronic networking is in place at the school site and beyond.	Evidence shows how technology is used to help students increase knowledge and skills. Examples include how technology is used to enhance specialized programs, such as before- and after-school programs. Evidence shows how the school or district technology plan guides procurement and implementation. Teachers use technology to organize student assessment information. Implementation of electronic networking at the site and beyond is nearly complete.	There is evidence that the school or district has a technology plan. Teachers may use technology for classroom management and planning has begun to use technology to analyze assessment data and expand the curriculum. Electronic networking at the school site may have begun. Computer technology is available to those most interested or most in need.	Minimal evidence is provided about the technology plan or the ways technology is used to enhance teaching and learning or the administration of school programs.

Theme 4
Academic Excellence: Instructional Practices

How are instructional practices informed by student assessment and focused on meeting the needs of all students, including those who are not yet proficient? *Note: For the purposes of this application, "students not yet proficient" is intended to include the students in your school who were described in Section 1, page 7, of the Distinguished Elementary School Application.*

4.1 How are all students provided with opportunities to meet rigorous standards?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how *all* students are provided with opportunities to successfully meet rigorous standards, particularly in English-language arts (ELA) and math. Evidence shows that the instructional program is guided by students' assessment results, reflects a thorough understanding of the developmental needs of elementary school students, and is based on current research on best practices for young learners. Examples address ELA, math and at least one other curricular area.	Evidence shows how most students are provided with opportunities to be successful in rigorous content. Evidence shows how the instructional program is guided by students' assessments and is based on the developmental needs of elementary school students. Examples address ELA and math.	There is evidence that some students are provided with opportunities to be successful in rigorous content. Evidence shows that the instructional program is based upon limited current research. Examples address ELA or math.	Minimal evidence is provided that students have the opportunity to succeed in rigorous content.

4.2 How do teachers use a variety of instructional strategies to meet the needs of all students?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how teachers differentiate, accelerate, and compact instruction by using a variety of methods to meet the learning needs of *all* students. Examples in ELA, math, and at least one other curricular area illustrate how a balance is achieved between independent and collaborative work, direct instruction, and inquiry-based instruction, and teacher-directed and student-directed activities and projects. Examples show how the curriculum is enhanced with real-world experiences, such as service learning and community involvement. Examples include how extensions, interventions, and supplemental instruction, including tutoring and before- and after-school programs, are provided for those who seek additional challenges, those who are not yet proficient, and those who are at risk of retention. Examples include how homework supports students' instructional needs.	Evidence shows how a variety of instructional methods are being used to differentiate instruction in classrooms and curricular areas and how instructional groupings vary with the nature of the task, including working in groups and independently. Examples explain the role of extensions, interventions, and homework, and how real-world experiences are incorporated into the curriculum. Examples are provided in ELA and math.	There is evidence that some variety of instructional methods is used in some classrooms and in some curricular areas. Staff is working on strategies to provide a greater variety of learning experiences. Homework is assigned in most classes. Examples are provided for one content area.	Minimal evidence is provided that instructional methods vary from lecture, whole-group instruction, and traditional ability groupings.

Theme 4
Academic Excellence: Instructional Practices *(continued)*

4.3 How is appropriate instruction provided to meet the academic and language needs of English learners?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how English learners (ELs) have equitable access to all programs provided by the school and district. Evidence shows how ELs receive core and categorical program services that meet their assessed needs so that they can acquire full proficiency in English as rapidly and effectively as possible and meet state standards for academic achievement. Evidence shows how students receive Specially Designed Academic Instruction in English (SDAIE) as needed. Evidence shows how ELs regularly receive English-language development (ELD) standards-aligned instruction to acquire English language skills. Examples address how the continued improvement of redesignated ELs is monitored in relation to their English-speaking peers.	Evidence shows how ELs are provided equitable access to the core curriculum, receive ELD standards-aligned instruction to acquire English language skills, and receive SDAIE as needed. Evidence shows how ELs are assessed appropriately to accurately depict their knowledge and growth.	There is evidence that students are supported in acquiring English language skills and that they are provided access to the core curriculum.	Minimal evidence is provided about English language acquisition services, although school demographics indicate the presence of ELs.

Theme 4
Academic Excellence: Instructional Practices *(continued)*

4.4 How is appropriate instruction provided to meet the needs of students with disabilities and those with health issues?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how students with disabilities (SWD) and those with chronic and other health issues are provided full access to the standards-aligned core curriculum so that each student will meet or exceed high standards of achievement in academic and nonacademic skills. Evidence shows how SWD are transitioned to and supported in the regular classroom, including opportunities for full inclusion, and provided access to the core curriculum using instructional strategies based on scientifically-based research and the learning needs identified in the student's individualized education program (IEP). Evidence also shows how SWD receive special education services in a variety of settings, such as preschool, regular classrooms, resource specialist programs, special day classes, and before- and after-school programs, and how staff are responsive to the IEP goals and the need for consistent services across a variety of settings. Evidence shows how students with health issues receive differentiated instruction and academic support appropriate to their needs. Evidence shows how a credentialed school nurse is available to provide or supervise health services, including specialized physical health care services.	Evidence shows how SWD and those students with chronic and other health issues are provided access to a standards-aligned core curriculum. Examples include how SWD are transitioned to and supported in regular classes and receive special education services in a variety of settings. Evidence shows how students with health issues receive academic support. A credentialed school nurse is available to provide or supervise health services, including specialized physical health care services.	Evidence shows that SWD are provided access to the core curriculum in a limited number of subject areas. There is a process for transitioning to and being supported in regular classes. Trained and licensed staff, supported by a school nurse, provide health services. Limited evidence is provided about students with chronic and other health issues.	Minimal evidence is provided regarding how SWD and those with health issues are provided access to the regular curriculum.

4.5 How do administrators, teachers, and specialists ensure that the instructional program is delivered consistently over time?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how administrators, teachers, specialists, and paraprofessionals work together over time to ensure that the balanced, comprehensive, standards-aligned instructional program is provided to *all* students consistently: from classroom to classroom and grade level to grade level; with intervention, after-school and extended-day programs; and with preschool and middle school. Examples address ELA, math, and at least one other curricular area.	Evidence shows how administrators, teachers, specialists, and paraprofessionals work together to provide a comprehensive, standards-aligned instructional program to students: from classroom to classroom and grade level to grade level and with intervention programs. Examples address ELA and math.	Evidence shows that teachers and specialists work together to provide a standards-aligned instructional program to students from classroom to classroom within grade levels.	Minimal evidence is provided regarding the provision of a standards-aligned instructional program to students. It is not clear whether teachers work together or with specialists.

Theme 5
Academic Excellence: Professional Development

How is professional development organized as a system and how does student assessment frame the professional development of all staff to focus on improving the achievement of all students, including those not yet proficient? *Note: For the purposes of this application, "students not yet proficient" is intended to include the students in your school who were described in Section 1, page 7, of the Distinguished Elementary School Application.*

5.1 How does the school/district plan for long-range professional development to ensure that all students reach proficient levels in core academic areas?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence describes how a planning process ensures comprehensive, long-range professional development for teachers, specialists, paraprofessionals, and administrators that supports the goals for achievement as described in the annual single school plan (SSP) and is supported by identified professional development funds. Evidence shows how professional development is focused on helping **all** students attain/maintain the proficient level and works to ensure that every class is taught by staff who have both deep content knowledge and who also can actively differentiate instruction using effective teaching strategies to engage **all** students. Evidence shows how professional development activities are research-based, aligned with state standards and frameworks, and are based on the developmental needs of elementary school students. Evidence also shows how professional development supports the implementation of State Board of Education (SBE)-adopted materials, including the differentiation of instruction to meet the needs of **all** students. Examples show how the professional development incorporates the *California Standards for the Teaching Profession (CSTP)*, the *California Professional Standards for Educational Leaders (CPSEL)* as well as the federal No Child Left Behind (NCLB) requirements for highly qualified teachers and paraprofessionals.	Evidence shows how there is a planning process for professional development that is focused on helping students attain at the proficient level and on ensuring that most classes are taught by staff that have both content knowledge and the skill to differentiate instruction. Evidence shows how professional development activities are supported by funding, but the link between these activities and the goals for achievement in the annual SSP is not defined clearly. Evidence shows how professional development activities are aligned with state standards and support the implementation of SBE-adopted materials. Examples show how the professional development activities address the *CSTP* and the *CPSEL*, as well as the NCLB requirements for highly qualified teachers and paraprofessionals.	Evidence shows that there may be a planning process for professional development; however, linkages to the goals described in the SSP are not made. Evidence shows that school or district funds to support professional development are limited. Evidence shows that professional development is based on implementation of SBE-adopted materials, but may not be linked directly to student achievement. Evidence shows that professional development includes activities that support student attainment of the state standards and may address the *CSTP*.	Minimal evidence is provided describing planning for professional development. Individual teachers self-select activities based upon their interests and perceived classroom needs. Funding is not available on a regular basis.

Theme 5
Academic Excellence: Professional Development *(continued)*

5.2 How does the school ensure that all certificated and classified staff participate in high quality professional development activities?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how, as a result of the professional development planning process, all teachers, including library media and special education teachers, specialists, paraprofessionals, and administrators have the opportunity to and participate in high quality professional development activities. Evidence shows how teachers, specialists, and administrators participate in curriculum-based training programs (such as Assembly Bills 466 and 75) to assist them in offering a high-quality, standards-aligned instructional program in ELA and math. Evidence shows how professional development integrates ongoing training in the effective integration of technology into the curriculum. Examples show how professional development incorporates coaching, collaboration, and follow-up to training. Evidence shows how library media, technology, counseling, and nutrition services staff, as well as school nurses and classified employees, also participate in professional development activities in their fields, and how this professional development is selected, developed, and applied.	Evidence shows how professional development planning provides most teachers, specialists, paraprofessionals, and administrators with quality professional development activities. There is an expectation that most staff will participate in professional development activities. Evidence shows how teachers, specialists, and administrators participate in curriculum-based training programs in ELA and math, such as Assembly Bills 466 and 75. Evidence also shows how professional development activities include training in the integration of technology into the curriculum. Evidence shows how other certificated and classified staff participate in professional development activities in their field and how these activities are selected and applied.	Evidence shows that teachers and administrators participate in professional development activities and training to assist them in offering a standards-aligned instructional program in ELA or math. Evidence shows that some classes are taught by staff that have content knowledge and the skill to differentiate instruction for some students.	Minimal evidence is provided regarding the participation of teachers or administrators in professional development activities to support student progress toward state standards.

Theme 5
Academic Excellence: Professional Development *(continued)*

5.3 How does the school monitor the effectiveness of professional development activities?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how professional development activities have made a positive impact on student achievement. Examples show the effectiveness of professional development activities in increasing student achievement throughout the year. Examples include ELA, math, and one other subject area. Examples show how training in the integration of technology into the curriculum has influenced student achievement. Evidence also shows how professional development activities have made a positive impact on the number of teachers who have met the NCLB requirements for highly qualified teachers and the specific requirements for working with English learners (ELs).	Examples show how professional development activities are monitored and how results are evaluated in relation to student achievement. Examples include ELA and math. Examples describe how training in the integration of technology into the curriculum has been beneficial. Evidence also shows how professional development activities have had an impact on the number of teachers who have met the requirements for highly qualified teachers and specific requirements for working with ELs.	Evidence shows that professional development activities have made an impact on student achievement. Examples show how professional development activities are monitored. Evidence also shows the impact on the number of teachers who have met the requirements for highly qualified teachers.	Minimal evidence regarding the impact of the professional development on student achievement is provided. There is no mention of professional development building capacity for meeting the requirements for highly qualified teachers.

Theme 6
Academic Excellence: Instructional Leadership, Support, and Collaboration

How does the school promote a system of continuous peer support for educators and provide for all students to be taught by highly qualified staff? *Note: For the purposes of this application, "students not yet proficient" is intended to include the students in your school who were described in Section 1, page 7, of the Distinguished Elementary School Application.*

6.1 How does the school promote instructional leadership and provide support for teachers throughout their careers?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how a system of peer support is in place that provides all teachers and specialists with continuous support throughout their careers by well-trained and skilled teacher leaders who serve as coaches, mentors, facilitators and presenters, etc. Evidence shows how teachers who are not No Child Left Behind (NCLB) compliant are supported with professional development that enables them to meet NCLB requirements. Examples demonstrate how teachers and specialists provide professional development for their colleagues. Examples address how all school staff members are honored as an essential part of a team to help students succeed.	Evidence shows how there is a system of peer support in place for teachers and specialists provided by teacher leaders who serve as coaches and mentors. Evidence shows how teachers who are not NCLB compliant are supported to meet NCLB requirements. Examples demonstrate how teachers and specialists provide professional development for their colleagues. Examples address how school staff members are recognized as an essential part of a team to help students succeed.	Evidence shows that a system of peer support for teachers is being developed. Evidence shows that teachers who are not NCLB compliant are responsible for meeting NCLB requirements. Examples show that teachers may provide professional development for their colleagues. Evidence shows some effort is made to recognize staff members who help students succeed.	Minimal evidence is provided regarding a system of peer support for experienced teachers. Minimal evidence is provided regarding supporting teachers to become NCLB compliant. There is no mention of staff recognition.

6.2 How does the school support new teachers?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how new teachers are carefully selected, assigned, supported, and monitored. Examples describe how a comprehensive induction program (such as the Beginning Teacher Support and Assessment program) is provided throughout the first two years of teaching and continues for the rest of the teachers' careers at the school.	Evidence shows how new teachers are selected and monitored. Evidence shows how new teachers are supported through a mentoring program.	Evidence shows that new teachers may lack support to be successful and that only some teachers may receive support.	Minimal evidence is provided regarding new teachers.

Theme 6
Academic Excellence: Instructional Leadership, Support, and Collaboration *(continued)*

6.3 How does the school provide a system of regular and frequent collaboration?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how there is a system in place that provides for regularly scheduled, frequent collaboration among teachers, specialists (English-language development, special education, library media teachers, etc.), and paraprofessionals as a part of long-term professional development. Examples describe how opportunities are provided for sharing scientifically based research, reflecting on classroom practices, and conferring about specific student challenges. Examples show how all grade levels work together to determine and adjust yearly pacing schedules in at least English-language arts (ELA) and math. Examples also show how teachers frequently share and analyze student work with colleagues using standards-aligned rubrics to evaluate student proficiency. Evidence also shows how teachers and specialists collaborate as a group to reach consensus about discipline, teacher and program evaluation, and school operations, etc.	Evidence shows how there is a system in place that provides for collaboration among teachers and specialists that supports the goals of professional development. Examples describe how there are opportunities for teachers to reflect on classroom practices and confer about student challenges. Examples show how most grade levels work together to determine and adjust yearly pacing schedules in at least ELA and math. Examples also show how teachers share and analyze student work. Evidence also shows how teachers and specialists collaborate as a group regarding discipline, teacher and program evaluation, school operations, etc.	Evidence shows that there is collaboration among groups or teams of teachers in some grade levels to improve curriculum, instruction, and/or discipline and to confer about student challenges. Examples also show that some teachers analyze student work using rubrics to evaluate student proficiency. Evidence also shows that teachers serve on committees, and efforts are under way to increase teacher involvement in decision making.	Minimal evidence is provided regarding opportunities for teacher collaboration. The school principal makes most of the decisions with suggestions from selected teachers.

Theme 7
Support for Student Learning: Student Support Services

How do student support services focus on the success of all students, including those who are not yet proficient? *Note: For the purposes of this application, "students not yet proficient" is intended to include the students in your school who were described in Section 1, page 7, of the Distinguished Elementary School Application.*

7.1 How does the school ensure that all students have access to student support services to maximize academic achievement?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how the school has a comprehensive support system with a focus on the physical, mental, social, and emotional health of **all** students. Evidence shows how support in these domains fosters academic success for **all** students. Examples show how services are provided to **all** students and how staff is knowledgeable about and committed to promoting a comprehensive positive youth development program.	Evidence shows how a focus on student support is a priority for the school. Evidence shows how students have access to physical, mental, social, and emotional support services that maximize academic achievement. Examples show how most staff address students' physical, mental, and emotional health.	Evidence shows that while student support is a priority at the school, only selected staff address students' physical, mental, social, and emotional health.	Minimal evidence shows that the school provides support for students in all domains.

Theme 7
Support for Student Learning: Student Support Services *(continued)*

7.2 How does the school effectively identify and support students in need of support services?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how the school monitors each student's success, and how the school identifies those students in need of support, and provides a system that addresses those needs based on the goals of the school's plan for student achievement. Evidence shows how a variety of data sources, including attendance data and health referrals, are used to identify students in need of additional support. Evidence shows how a schoolwide student success team (SST), including parents/guardians, identifies the ways in which the school, family, and community will help the student to succeed. Examples show how students are referred, supported, and reintegrated through collaboration between staff and families and how effective communication strategies and linguistically appropriate support services allow the families of English learners (ELs) to fully participate. Evidence shows that the schools receiving Title I funding have established meaningful parent compacts. Examples show how students who may have attendance, health, behavioral, or adjustment concerns are supported. Evidence shows how the school has a written support plan for all students in need of support. Evidence shows how these plans are reviewed, monitored, and revised. Examples are provided to show the impact of the support services upon student achievement.	Evidence shows how an established system addresses students in need of support. Evidence shows how school, family, and community resources are used to identify and assist these students, including those who may have attendance, health, behavioral, or adjustment concerns. Examples show how strategies, such as the SST and meaningful parent compacts, identify how the school and family will help the student to succeed. Examples show how support is provided to families of ELs. Evidence shows that the impact of interventions is evaluated frequently.	Evidence shows that there is a process used by the school to identify and assist students in need of support. Individual teachers develop strategies to help students succeed. Evidence shows that the impact of interventions is evaluated.	Minimal evidence is provided regarding how the school takes responsibility for helping students who are in need of support.

Theme 7
Support for Student Learning: Student Support Services *(continued)*

7.3 How are students and families supported as they transition from preschool, from grade to grade, and to middle school?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how staff actively facilitates seamless transitions for students and families, academically and otherwise. Examples describe how teachers have regular opportunities to articulate with teachers from other grade levels at the school and with preschool and middle school staff about the students they serve. Evidence shows how sharing of student results from one grade level to the next, in at least ELA and math, is a school wide process. Examples show how results of fifth/sixth grade assessments of students' academic needs are analyzed for correct placement in middle school. Evidence shows how collaboration with preschool and middle school staff allow for integration into and out of the elementary school culture.	Evidence shows how students and families are assisted in transitions from preschool, from grade to grade, and to middle school. Evidence shows how there is articulation of some core curricular areas among teachers from other grade levels. Examples, in ELA and math, show how teachers collaborate to share student results. Evidence shows how there is some collaboration with preschool and/or middle school staff to facilitate academic placement and other transitions.	There is evidence that articulation with preschool and middle school may be limited to registering students in classes. Limited evidence shows that there is articulation among grade levels.	Minimal evidence is provided of articulation with preschool and middle school. A minimal amount of articulation among grade levels is addressed.

Theme 8
Support for Student Learning: Safe and Healthy Schools and Coordinated Health Services

How does the school focus on the health and well-being of all students to maximize academic achievement? *Note: For the purposes of this application, "students not yet proficient" is intended to include the students in your school who were described in Section 1, page 7, of the Distinguished Elementary School Application.*

8.1 How do programs effectively meet the needs of all students regarding safety, health, nutrition, and well-being?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how there is a schoolwide focus on student safety, health, and well-being. A Safe School Plan is reviewed and updated annually in collaboration with community and law enforcement representatives. Evidence shows how a sequential health education curriculum is provided at each grade level and that physical education is provided for **all** students in all grade levels in accordance with the California *Education Code*. Evidence shows how the California Healthy Kids Survey is administered and how results are used to inform instruction and programs. Examples describe how comprehensive programs, including those in a before- or after-school environment, are in place to assist **all** students in making healthy choices, including preventing obesity and poor nutrition through promoting healthy food choices and physical activity; effectively managing chronic disease; taking medication appropriately; preventing drug, alcohol, and tobacco use; and avoiding dangerous situations. Evidence shows how families and the community have had input into the design of these programs and how culturally relevant programs are in place. Examples show how these programs have a positive impact. Evidence shows how a policy is in place to support a healthy school nutrition environment, promoting activities such as school gardens, nutrition education in the classroom, and healthy food choices in school meal programs and other school activities where food and beverages are sold.	Evidence shows how a schoolwide focus on student health, safety, and well-being promotes healthy behaviors and school safety. A Safe School Plan is reviewed and updated annually. Evidence shows how physical education is provided in accordance with the California *Education Code*. Evidence shows how the California Healthy Kids Survey is used. Examples show how programs are in place to assist students in making healthy choices, including preventing obesity and poor nutrition; preventing drug, alcohol, and tobacco use; and avoiding dangerous situations. Evidence shows how healthy food choices in school meal programs and other school activities are promoted, and activities such as school gardens and nutrition education in the classroom are in place.	Evidence shows that there is a focus on student health, safety, and well-being that supports safe and healthy behaviors. A Safe School Plan is available as required by law. Physical education promoting the healthy student is provided. Some programs are in place to promote healthy student behaviors.	Minimal evidence is provided about issues relating to student safety and health.

Theme 8
Support for Student Learning: Safe and Healthy Schools and Coordinated Health Services *(continued)*

8.2 How does the school effectively promote socially appropriate behavior and positive relationships?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how expectations for behavior at school and in the community are well known and accepted by *all* students. Evidence shows how the school develops and reinforces positive character traits, such as caring, citizenship, fairness, respect, responsibility, and trustworthiness, through a systematic, asset-based approach that includes adult modeling, curriculum integration, and school policies and practice. Evidence shows how school policies, classroom instruction, and before and after-school programs promote socially appropriate behavior and positive relationships. Evidence shows how education on sexual abuse and exploitation is included. Examples describe successful, scientifically based programs to help *all* students learn non-violent ways to deal with conflict and prevent violence and bullying and show how these programs are effective and are working successfully.	Evidence shows how expectations for behavior at the school and in the community are communicated. Evidence shows how policies and instruction promote socially appropriate behavior. Evidence shows how the school as a whole promotes and models positive character traits and what programs, policies, and procedures are in place to prevent bullying and help students deal with conflict in a non-violent manner. Evidence shows how education on sexual abuse and exploitation is included.	Evidence shows that expectations for behavior and ways to promote them are not clearly developed. Individual teachers and staff promote and model positive character traits. The importance of bullying prevention programs and of helping students learn to deal with conflict is discussed. The value of helping students learn to deal with conflict is discussed, but there are no formal programs in place.	Minimal evidence is provided regarding expectations for student behavior. Efforts to promote socially appropriate behavior are not addressed. Conflict resolution issues are not addressed. Minimal information is provided that the school supports positive character traits. Bullying and conflict resolution issues are not addressed.

8.3 How does the school provide students and families with access to comprehensive health services?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how well-established partnerships in a coordinated system exist with health, mental health, social services, recreation providers, and law enforcement agencies to coordinate services for *all* students and their families. Examples show how health services, including specialized health services for students with disabilities, are provided for *all* students by a credentialed school nurse or trained and licensed staff supervised by a school nurse. Required vision and hearing screening at legally specified intervals ensures that students are physically able to learn.	Evidence shows how the school works closely with some health and social services and law enforcement agencies to provide services to students and families. Health services are provided by a credentialed school nurse or trained and licensed staff supervised by a school nurse.	There is a general evidence of how the school is developing a process for coordinating health and social services for students and families. There is limited collaboration with law enforcement agencies. Health services are provided by trained and licensed staff supported by a credentialed school nurse.	Minimal evidence is provided that the school notifies families about health and social service providers as needed, but takes no responsibility beyond that. There is no evidence of collaboration with law enforcement agencies.

Theme 9
Support for Student Learning: School Culture and Engaging the School Community

How does the culture of the school actively promote the schoolwide vision of academic success for all students, including those who are not yet proficient, and purposefully engage parents and other community members in the implementation of the vision? *Note: For the purposes of this application, "students not yet proficient" is intended to include the students in your school who were described in Section 1, page 7, of the Distinguished Elementary School Application.*

9.1 How does the culture of your school support the school's vision?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how the culture of the school reflects energy, enthusiasm, and a commitment to a standards-aligned educational system where **all** students can and will achieve grade-level standards. Examples illustrate how the commitment to standards-aligned instruction is demonstrated to and by staff, students, and the community in a variety of ways. Evidence also shows how the school supports **all** students' growth and development in social, emotional, and physical domains, as well as academics. Examples demonstrate positive interaction between students, teachers, and school staff. Evidence shows how the school has created an inclusive environment that respects multicultural and multilingual differences. Evidence shows how the school has created a culture of peer support that encourages each student to do his/her best work.	Evidence shows how the culture of the school encourages students to be academically successful, and how the school is committed to standards-aligned learning. Examples illustrate how this commitment is demonstrated to and by staff, students, and the community. Evidence shows how the culture of the school encourages student growth and development in social, emotional, and physical domains, as well as academics. Examples include how the culture of the school encourages respect for multicultural and multilingual differences.	Evidence shows that the school culture reflects a desire to help students succeed. Work on standards-aligned learning is in the beginning stages. Evidence shows that the staff of the school is just beginning to be aware that the social, emotional, and physical domains are important to student learning.	Minimal evidence is provided addressing standards-aligned learning. The school's primary focus appears to be classroom management and curriculum coverage. Minimal evidence is provided showing that the school promotes students' growth and development.

9.2 How does the school ensure that all students are connected to the school and community?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how a successful system is in place to ensure that **all** students are connected to the school and community through the academic program, student leadership activities, clubs, sports, service organizations and community service, before- and after-school programs, and extracurricular activities. School-sponsored activities are tied to the schoolwide vision of success for **all** students. Evidence shows that most students participate in these activities, and their participation reflects the diversity of the school.	Evidence shows how a system connects students to the school and community through the academic program, before- and after-school programs, and a variety of other activities designed to maximize opportunities for success. Evidence shows that many students participate in these programs and activities.	Evidence shows that there are limited efforts to connect students to the school. Students who qualify are encouraged to participate in school-sponsored activities. Participation often follows a pattern determined by students' peer and social groups.	School-sponsored activities are independent from academic learning. Evidence indicates that few students participate in school activities, or the level of participation is not addressed.

Theme 9
Support for Student Learning: School Culture and Engaging the School Community *(continued)*

9.3 How does the school demonstrate a comprehensive understanding of the community it serves?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how the school has a comprehensive understanding of the community it serves. Examples describe how strategies successfully engage the interest of families as well as other segments of the community and involve them in school activities, how the cultural diversity of families is valued and demonstrated in a variety of ways, and how the school enjoys a high level of support in the community.	Evidence shows how the school is knowledgeable about the community it serves. Examples include how the cultural diversity of families is acknowledged and supported. Evidence shows how many independent connections and activities involve families and the community and how the school is developing an ongoing, systematic approach for using those resources.	Evidence shows that the school is aware of the community it serves. Evidence shows that there are efforts to accommodate families and community members; however, outreach activities may be in the planning stage, or initial strategies may have just been implemented.	Minimal evidence is provided that the school is aware of its community or of the importance of engaging the community.

9.4 How does the school promote two-way communication with families and community members?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how the school has developed a parent involvement policy, which describes a variety of proactive strategies to promote effective two-way communication with families and community members. Evidence shows how district and school Web sites are used as key communication tools. Parenting/adult education classes are offered to support student learning. Communication is conducted in students' home language(s) as appropriate. Evidence shows how family and community members are offered a variety of options for contributing to the success of the school, and how many family and community members routinely participate in daily activities that address both academic and nonacademic issues.	Evidence shows how two-way communication between the home and school is encouraged. Evidence shows how the school advises families about how to support student learning. Communication is conducted in students' home language(s) as appropriate. Evidence shows how some family members regularly volunteer at the school and serve on committees that address both academic and nonacademic issues.	Evidence shows that the school periodically initiates communication to families using traditional methods and responds to inquiries. Families participate in fund-raising, extracurricular activities, and parent-teacher organizations. Occasionally, families may serve in advisory roles to offer opinions on policy decisions.	Minimal evidence is provided regarding school to home communication and parent involvement. Minimal evidence is provided regarding the importance of engaging the community. Some families are involved in fund-raising, extracurricular activities, and organizations, but they are not encouraged to play a role in decision-making.

Theme 9
Support for Student Learning: School Culture and Engaging the School Community *(continued)*

9.5 How does the school ensure that community members are involved and contribute to the success of the school?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how service-learning strategies or volunteer activities are used to enhance the curriculum with real-world experiences and provide connections to careers and the community. Examples also include how well-established collaborative community partnerships provide substantive support, e.g., for monetary and material support and for expanded student learning experiences. Evidence shows how the partnerships have had a positive impact on student attendance, student learning, and improved student performance.	Evidence shows how the school has some school-community partnerships. Examples show how one or more of these–in addition to providing monetary and material support–expands student learning and provides students with opportunities to contribute to the community.	There is evidence that the school has a few partnerships and is developing others. The primary purpose of existing partnerships is to provide monetary and material support to the school.	Minimal evidence is provided that the school is aware of the potential for school-community partnerships.

9.6 How does the school facility demonstrate the value placed on the students it houses?

4 - Makes a Strong Case	3 - Makes an Adequate Case	2 - Makes a Limited Case	1 - Makes a Minimal Case
Evidence shows how district and community resources are provided to ensure that the facilities and campus are clean, in good repair, and reflect the importance of education in the community. Examples also address how all school environments are stimulating, educationally appropriate (classrooms, program spaces, school office, etc.), promote a healthy and safe environment, support healthy behaviors among students and staff, and reflect pride in school and student efforts.	Evidence shows how the campus is clean and in good repair, how repairs and maintenance are completed as district resources permit, and how proactive efforts are ongoing to find supplementary community resources. Examples show how classroom environments are stimulating, educationally appropriate, promote a healthy and safe environment, and reflect pride in school and student efforts.	There is evidence that the district and school are exploring resources to make needed repairs or to enhance the facilities. The condition of the campus and classrooms may not meet high standards for cleanliness, educational appropriateness, community support, or school pride.	Minimal evidence is provided that the district and school make needed repairs or to enhance the campus. The campus and classrooms show evidence of graffiti, disrepair, neglect, and lack community support and school pride.

Selected References

The references listed below are examples that support the content of the *Rubric for Scoring 2006 Distinguished Elementary School Applications.* Questions about the materials should be addressed to the California School Recognition Program office at 916-319-0866. California Department of Education (CDE) publications are available from CDE Press at *http://www.cde.ca.gov/re/pn/*

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Elementary School Education:

Elementary Makes the Grade! 2000. Sacramento: California Department of Education. *http://www.cde.ca.gov/ci/gs/em/*

First Class: A Guide for Early Primary Education. 1999. Sacramento: California Department of Education. *http://www.cde.ca.gov/ci/gs/em/*

Assessment and Accountability:

Academic Performance Index (API). Sacramento: California Department of Education. *http://www.cde.ca.gov/ta/ac/ap/*

Accountability Progress Report (APR). Sacramento: California Department of Education. *http://www.cde.ca.gov/ta/ac/ay/*

California English Language Development Test (CELDT). Sacramento: California Department of Education. *http://www.cde.ca.gov/ta/tg/el/*

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Performance Level Tables for the California Standards Tests and the California Alternate Performance Assessment. 2004. Sacramento: California Department of Education. *http://www.cde.ca.gov/ta/tg/sr/resources.asp*

Standardized Testing and Reporting (STAR). Sacramento: California Department of Education. *http://www.cde.ca.gov/ta/tg/sr/*

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English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve. 1998. Sacramento: California Department of Education. *http://www.cde.ca.gov/be/st/ss/*

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History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve. 2000. Sacramento: California Department of Education. *http://www.cde.ca.gov/be/st/ss/*

Mathematics Content Standards for California Public Schools, Kindergarten Through Grade Twelve. 1999. Sacramento: California Department of Education. *http://www.cde.ca.gov/be/st/ss/*

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Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve. 2000. Sacramento: California Department of Education. *http://www.cde.ca.gov/be/st/ss/*

Visual and Performing Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve. 2001. Sacramento: California Department of Education. *http://www.cde.ca.gov/ci/vp/*

Curriculum and Instruction:

California's Reading First Plan. 2002. Sacramento: California Department of Education. *http://www.cde.ca.gov/nclb/sr/rf/*

Check It Out! Assessing School Library Media Programs: A Guide for School District Education Policy and Implementation Teams. 1998. Sacramento: California Department of Education. http://www.cde.ca.gov/ci/cr/lb/checkitout.asp

Connect, Compute, and Compete: The Report of the California Education Technology Task Force. 1996. Sacramento: California Department of Education. *http://www.cde.ca.gov/ls/et/rd/*

Education Technology Planning: A Guide for School Districts. 2000. Sacramento: California Department of Education. *http://www.cde.ca.gov/re/pn/fd/*

Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve. 2003. Sacramento: California Department of Education. *http://www.cde.ca.gov/ci/cr/cf/allfwks.asp*

Health Framework for California Public Schools, Kindergarten Through Grade Twelve. 2003. Sacramento: California Department of Education. *http://www.cde.ca.gov/ci/cr/cf/allfwks.asp*

History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve. 2005. Sacramento: California Department of Education. *http://www.cde.ca.gov/ci/cr/cf/allfwks.asp*

Information Literacy Standards for Student Learning. 1998. American Association of School Librarians and Association for Educational Communications and Technology. *http://www.ala.org*

Information Power: Building Partnerships for Learning. 1998. American Association of School Librarians and Association for Educational Communications and Technology. *http://www.ala.org*

Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve. 2000. Sacramento: California Department of Education. *http://www.cde.ca.gov/ci/cr/cf/allfwks.asp*

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